

## IMPROVING STUDENTS' SPEAKING SKILLS THROUGH INTERVIEW TECHNIQUE

**Tria Romauli Sianipar, Regina, Iwan Supardi**

English Language Education Study Program of FKIP Untan, Pontianak

Email: [sianipar.tria@yahoo.com](mailto:sianipar.tria@yahoo.com)

**Abstract:** The purpose of this research is to improve students' speaking skills by using interview technique. This research used a classroom action research as form of research. The subject of this research is class VIII A at SMP Negeri 19 Pontianak in academic year 2014/2015 which consists of 40 students. The techniques of collecting data in this research are observation and measurement and the tools of collecting data are observation checklist, field notes and test of speaking. Based on the data revealed in observation, there were improvements in students' speaking skills in every cycle. Students' mean score in the first cycle was 48% which was categorized poor. In the second cycle the mean score of students was 59% which was categorized poor to average. Then, in the third cycle the mean score of students was 72% which was categorized average to good. In conclusion, Interview Technique improves the students' speaking skills at second grade students of SMP Negeri 19 Pontianak in academic year 2014/2015.

**Keywords:** Speaking skills, Interview technique

**Abstrak:** Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dengan menggunakan teknik Interview. Metode dalam penelitian ini adalah penelitian tindakan kelas dengan subjek penelitian siswa kelas VIII A SMP Negeri 19 Pontianak tahun ajaran 2014/2015 yang berjumlah 40 siswa. Teknik pengumpulan data yang di gunakan adalah observasi dan pengukuran dengan alat pengumpulan data daftar observasi, catatan lapangan dan uji kemampuan berbicara. Data yang diperoleh melalui pengamatan mengungkapkan bahwa kemampuan berbicara siswa meningkat disetiap siklus. Nilai rata-rata siswa pada siklus pertama adalah 48% yang dikategorikan sangat rendah. Pada siklus kedua, nilai rata-rata siswa adalah 59% yang dikategorikan rendah. Kemudian, pada siklus ketiga, nilai rata-rata siswa adalah 72% yang dikategorikan baik. Kesimpulannya, teknik Interview meningkatkan kemampuan berbicarasiswa kelas dua SMP Negeri 19 Pontianak pada tahun ajaran 2014/2015.

**Kata kunci:** Kemampuan berbicara, teknik Interview

Speaking is a process conveying, sharing ideas and feeling orally. The speaker can express his feeling and his idea to someone else, and others will understand what the speaker wants. Therefore, if students do not learn how to speak or do not have opportunity to speak in the language classroom, they may soon get

demotivated and lose interest in learning. As stated by Webster (2000:174), to speak is to give oral expression to thoughts, opinion and feeling engaged in talk conversation. In other words, when we talk about speaking, we will directly come to an idea of productive skill, it is a process of producing or expressing thoughts, ideas, or opinion to be involved in communication. While Florez (1999) in ERIC Digest, states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It's from meaning dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking skill is an essential part of communication. It is considered as effective communication when we make use of sentence to perform different acts, for example to express feeling or commands, asking for and giving information, identifying people and things. In other words, we use the target language for a purpose, that is freely and meaningfully (Widdowson 2000:49). From the definition of speaking, it can be concluded that speaking is the oral practice where someone uses a language and expresses their ideas, feeling, and thinking in communication. It is one of the language skills that need to be acquired by the students in order to be able to communicate with others. Furthermore, speaking is an activity that has an important role in the process of language learning in the classroom. Through speaking, the students are able to subscribe their creative thinking in sharing ideas and thoughts. It is supported by Barnes (2003:15), talking is essential to sharing ideas and communicating in the classroom. Besides, speaking enables the students to persuade their mind, to inform something, and to ask questions based on their own point of view.

In improving speaking skill, the students have to be able to fill their oral expression with a bright thought, and feeling talk or conversation in English. The students must think of ideas they wish to express, either in initiating a conversation or responding to a previous speaker. They should be sensitive to any change in the register by the person to whom they are speaking and the situation in which the conversation is taking place. Then the students must have ability to change the direct one of their thought on the basis of the order person's response, in order to make conversation become spontaneously, simultaneously, and run smoothly as described by Webster (2000:177).

In reality, based on the writer observation in pre-research at SMP Negeri 19 Pontianak, especially in class A of the second grade students, the writer found some problems that happened in speaking class. Most of the students thought that English is always being difficult subject. They could not enrich their speaking and sometimes got confused to start speaking in class. When the teacher asked them to speak, they were not able to express their opinion, ideas, thought, or share

information to the teacher or other students, the class tended to be silent, only few of them actively involved in the speaking activity. Besides that, in discussion activity, they tend to respond question in short and sometimes they respond by using Indonesian if the answer needs long statement. They were not confident when they delivered opinion in speaking class. They were shy to share their ideas. They were also known to say but they get difficulty how to say it.

Therefore, to support these conditions, it is very important to apply different and interesting technique to teach the students speaking. The writer introduced interview technique in the class situation to improve the students' speaking skill. Tehudi and Mitchell (1999) say that interview is the dialogue or question-answer exchange which is considered as the primary learning. Interview can be effective technique in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, give the opportunity to the students to demonstrate that they communicate freely in English. There are various reasons to apply this technique. Firstly, the students have time to express their ideas and then practice their speaking skill in interview. By this technique, students can improve their conversation by such expression as asking opinion, giving opinion, agreeing opinion, and disagreeing opinion.

An interview can often be an effective technique of obtaining information. According to Dandoli and Haning (2001:23), interview is a teaching technique that encourages the students to express their ideas, emotions or feeling, and problem. The teacher found that it is of suitable ways in improving students' speaking skills. They are given the opportunity to speak freely and communicatively, although it isn't like the native speaker. In this research, the writer wants to describe the interview as teacher's technique in teaching speaking. Interview is a teaching technique in teaching speaking. Interview is a teaching technique that encourages the students to express student's ideas, emotions or feeling and problem. On the other hand, placing too much performance pressure on learners too soon may have the risk-taking that is necessary if their competence is to be extended, one way to ease pressure on learners is to give them sufficient time to rehearse before asking them to perform in front of class (Thornbury, 2005:73).

Hook and Evan (2001:97) said that an interview can be often an effective technique of obtaining information. In using interview technique, the students has a responsibility for making approach to his informant and bringing back the information in a form that can be used for class discussion. This removes the passive element from the student involvement and sends him actively into confrontation with the subject matter. The use of interview in class is inseparably linked to a discussion methodology. It emphasizes however, that the input for the class time can be brought to class by the students rather than the teacher. The objective of the

interview is to know information about a specific topic so that the class may have the opportunity of responding to this information.

The interview provides the students with the opportunity to demonstrate that they can communicate freely in English exactly like native speaker, it is expected that their proficiency level of spoken English will not hinder undergruated student's comprehension of any given subject. It is done to create real communication experiences. Interview encourage the students speak English more than their teacher. The teacher is only guide to make conversation run smoothly.

Haley James and Hobson (1999:131) describe the benefits of doing interview: (1) the drive to communicate is uncourageous, as students ask questions and answer questions. (2) Students are control of their own language and learning. (3) Every student can succeed. (4) Interviewing unifies all the language process. (5) Students discovered language rules and conversations about language based on their own experiences and observation.

In conclusion, by doing interview technique in teaching speaking skill, the researcher expected that the students' skill in speaking would be improved. On the other the writer was interested to conduct Classroom Action Research in improving students' skill in speaking through interview technique in second grade students of SMP Negeri 19 Pontianak in academic year 2014/2015.

## **METHOD**

This research is to improve students' speaking skills by using interview technique. The method used is Classroom Action Research (CAR). Carr and Kemmis (2005:227) defines action research as a form self-reflective inquiry by participants (teachers, students, managers, administrators, or even parents), undertaken in order to improve understanding of their practice in context with a view to maximizing social justice. Ferrace (2000:4) states that action research is a reflective process done in collaborative activity to find solution to real problems at school and to improve instruction and increase student achievement. McNiff and Whitehead (2006:5) stated action research as the research done by practioners to create new ideas of how to improve practice, and putting those ideas forward as their personal theories or practice.

The improvements on action research are based on information that is gathered systematically. Lewin (2005:234) suggested four main stages in doing action research: planning, acting, observing, and reflecting. Lewin's concept of action research stage is a series of spiral and feedback within and between each stages is important and facilitating reflection.

The first stage in CAR is planning. Planning involves identification and formulation of the problems. In this research researcher identifies low achievement in students' speaking skill. After identifying and formulating the problem, the

researcher then prepares a lesson plan which includes steps implementing role play in the classroom, audio-video recording, observation sheet, and scoring rubric. The second stage is acting. In this step the writer was act as the teacher to explain the material that has already been prepared as well as to observe the entire event that was happened during the class. There were three parts in the meeting of actual classroom teaching and learning activities. They consists of pre activity, whilst activity, and post activity. The third stage is observing. The writer was observe the data to know whether the result is high or low. In this process, the writer was filled the field note and observation checklist to jot down anything that occur in the teaching learning process, including the obstacle that are found as well as the probable solution to overcome. The final stage is reflecting. In this stage, the writer makes interpretation from the data. The writer was evaluated the teaching learning process during the action and observation by analyzing the field notes and observation checklist which are made during the action. The result of the reflection was used to determine what should be done in the next cycle.

The subject of this research is from the Second Grade of Students in SMP Negeri 19 Pontianak in Academic Year 2014/2015. The writer takes all students of class A (40 students) to be observed of this research.

Technique of data collection is very important to gain the objectivity of this research. The writer used the observation technique and measurement technique. The tools of data collection in this research are observation checklist, field note, and test.

Observation checklist is a form of table that consists of action applied by researcher to watch the object carefully in order to notice the atmosphere at the class. The result of observation was judged by observation checklist as a guidance to notice how effective the interview technique to improve students' speaking skills. Field notes was used to notes the students behavior and everything happen in the classroom that out of the observation checklist table. It was record the meanings that students attach to their behavior. How they interpret situations, and what their perspectives are on the process of teaching and learning. The test was used to record the students score in improving students' speaking skills. In this research, the students will act out the conversation with interview technique in front of the class in pairs.

The writer used qualitative explanation and quantative data as ttechniques of Analyzing. Qualitative explanation consists of the explanation about what happen when the writer applied the technique in the class. The data was analyzed by reflecting the fact of information taken from the observation checklist table and also the field notes in order to know the development of students speaking skill. The reflecting is one of getting feedback of the teaching process. From this activity, the writer expects to find out the benefit or the strength and the weakness of the process.

After knowing the weakness, the writer can decide what action would be treated in the classroom to improve the teaching learning process.

The quantitative data contains of mean score the students' speaking performance in front of the class with their friend. The writer was measure it by using the following formula:

$$M = \frac{\sum xi}{N}$$

(Source: Mertler, 2006)

After having finished calculating the students' individual score, the researcher then calculates the students' mean score by applying the mean formula, as stated above. The result was categorized as follow:

**Table 1**  
**The Qualification of The Result**

Students' Score	Category	Qualification
80 – 100	A	Good to Excellent
60 – 79	B	Average to Good
50 – 59	C	Poor to Average
0 – 49	D	Poor

(Modified from Heaton: 1975)

## **FINDINGS AND DISSCUSSION**

### **Findings**

This research was conducted in three cycles. Each cycle consisted of four stages of Classroom Action Research; planning, acting, observation, and reflecting stages. In the first cycle, the acting stage was conducted on August 21<sup>st</sup> 2014. The second cycle was conducted on August 25<sup>th</sup> 2014. And the third cycle was conducted on September 1<sup>st</sup> 2014. Based on the result of the research, there were 3 data: observation checklist, field note, and scoring rubric of students. The observation checklist consists of 18 statements of activities being observed, 9 for the teacher and 9 for the students. The field notes was used to note the activities which were not in observation checklist. The scoring rubric of the students to evaluate the students' speaking performance.

In the first cycle, the result from the observation checklist and field note were almost the students follow the class actively and also paid attention about the material, only two students not follow the class actively. Few of students respond oral question and ask questions to the teacher related the material. All the students did the interview activity with their partner, but almost of students were shy to do the interview. They are still afraid to speak and keep silent because they did not know how to pronounce the word that they made. Based on the observation checklist and field note, it could be concluded that the overall students' speaking skills was low. It also can be seen in students' performance score. The result of students' mean score was categorized D. This was qualified into poor. Based on the indicator of success, this result was unsatisfying, 20 (50%) students passed the criteria and 20 (50%) students were still bellowing the criteria. There were 20 students still could not speaking well.

In the second cycle, the result from the observation checklist and field notes were almost the students follow the class actively and also paid attention about the material, only two students not follow the class actively. Some of students respond oral question and ask questions to the teacher related the material. All the students did the interview activity with their partner, and few of students were shy to do the interview. They are still afraid to speak and keep silent because they did not know how to pronounce the word that they made. Based on the observation checklist and field, it could be concluded that the overall students' speaking skills was still low. It also can be seen in students' performance score. The result of students' mean score was categorized C. This was qualified into poor to average. Based on the indicator of success, this result was unsatisfying, 27 (67%) students passed the criteria and 13 (33%) students were still bellowing the criteria. There were 13 students still could not speaking well.

In the thrid cycle, the result from the observation checklist and field notes showed improvement. All the students follow the class actively and also paid attention about the material. They respond oral question and ask questions to the teacher related the material. All the students did the interview activity with their partner, and they did not shy to do the interview. They did not afraid to speak and keep silent. They were enjoy do all activities that writer gave. The result was satisfying because most of the students also showed improvement in their individual score. The result of students' mean score was categorized B. This was qualified into Average to Good. Based on the indicator of success, this result was satisfying, 40 (100%) students passed the criteria. Thus, Interview Technique is improve students' speaking skills to the second grade students of SMP Negeri 19 Pontianak in academic year 2014/2015.

## **Discussion**

This classroom action research was conducted in three cycles. Each cycle consisted of planning stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching learning process. While doing teaching learning process, the writer needed the collaborator to observe what was happening in the classroom and to take some notes. The presence of collaborator was to minimize the subjectivity of the writer while interpreting the data. The data was collected in the observation checklist table and field notes.

In conducting the first cycle, the writer focused on the improvement of students' individual score. In this cycle, some of students show improvement and some of students got test score lower. The research finding showed that students' mean score in the first cycle was 48,7 and qualified into poor.

In the second cycle, the students mean score was increasing to 59,5 and qualified into poor to average. In this cycle, 27 students show improvement and 13 students still got lower score.

In the third cycle, all the students show their improvement in their score. The students mean score was increasing to 72,3 and qualified into average to good. This result was supported by the improvement of students' individual score. After observing the process and interpreting the data, the writer and the collaborator decided to stop the actions because the data showed that the indicators of success were fulfilled.

The result indicated that the students' speaking skill was getting better in every cycle. The improvement that was gained in the classroom was considered as the result of treatment. In conclusion, the research finding of the classroom action research was satisfying. Based on the research finding above, it was indicated that the achievement of the students were influenced by the process of teaching learning. In other word Interview technique helped students' speaking in class. Therefore, the writer argued that teaching speaking through interview need to be developed for the students because it improved students' speaking skills in class. The weakness in applying Interview in teaching speaking was the students were difficult to understand and had a hard time communicating their ideas and responses because of their grammar mistakes and the students quiet in speaking because of their pronunciation. To eliminate the problem, the teacher should motivate her students in other to improve their dared to speak in class.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the research findings and the discussion of the previous chapter, the writer describe the conclusion that Interview Technique improves students'



speaking skills as shown by improvement of students' score in every cycle. In first cycle the students' score was 48% which category was in the poor. Then, in the second cycle, the students' score was 59% which category was in the poor to average. Then, the third cycle, the students' score was 72% which category was in average to good. The students were improve their speaking because of their effort in speaking activity. They were participate in practice their interview with their friend. They gave their opinion to questions from their friend. In conclusions, Interview technique can improve students' speaking skills at second grade of SMP Negeri 19 Pontianak in the academic year 2014/2015.

### **Suggestions**

Based on the research finding, the writer would like to propose suggestions to improve the teaching learning activity especially in improving students speaking skills. The suggestions to the teacher would be defined as follows: (1) the teacher should use interview technique in teaching speaking because it can improve students speaking skills. (2) The teacher should select teaching materials based on function to students, which are educated, informative, and entertaining. Moreover, the materials should be chosen appropriately based on students' background. (3) The teacher should motivate her students in order to help the students understand about the subject, let them think that it is important for them to speak English well. (4) The teacher should manage the class well in apply Interview Technique for benefit of teaching and learning process, otherwise the available time would be spent not affectively.

### **BIBLIOGRAPHY**

- Barnes, D. (2003). *Exploring Talk in School*. London: SAGE
- Carr, W & Kemmis, S. (2005). *Becoming Critical: Education, Knowledge, AND Action Research*. Lewes: Falmer
- Ferrance, E. (2000). *Themes in Education: Action Research*. Northeastand Islands Regional Educational: Laboratory at Brown University
- Florez, C, M, (1999), "Improving Adult English Language Learners' Speaking Skills" [online] Available <http://www.ericdigests.org/2000-3/adult.htm> [Accesed: 20 Agustus 2009]
- Haley James, S and Hobson, C. (1999). *Interviewing: A Means of Encouraging the Drive to Communicate*. Urbana, IL: National Council of Teachers of English

- Heaton, J.B. (1975). *Studying in English*. New Jersey: Prentice Hall Press
- Hook and Evan, (2001). In Mowbray & Goerge, 2003 (pp. 54). Canada: Pembroke Publisher Ltd
- Lewin, C. (2005). *Research Methods*. London: Sage
- McNiff, J. and Whitehead, J. (2006). *Action Research in Teaching and Learning*. New York: Routledge
- Mertler, C A. (2006). *Action Research: Teacher as Researchers in the Classroom*. London: Sage
- Tehudi, S and Mitchell, D. (1999). *Exploring and Teaching the English Language Arts (4th Edition)*. Newyork: Harper & Row.
- Webster, M. (2000). *Collegiate Dictionary*. Newyork: Britannica Company.
- Widdowson, H. (2000). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman.